

Crosswalk Directions:

2007 MLR to 1997 MLR

1. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the standard, performance indicator, or descriptor of the 2007 MLR can be found in the 1997 MLR. If you indicate that the standard or performance indicator is partially found, please explain in the cell of the spreadsheet. If you answer “no”, please respond only to questions 6, 8, and 9.
2. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the concept/idea of the 2007 MLR standard, performance indicator, or descriptor can be found in the 1997 MLR. If you indicate that the idea/concept is partially found, please explain in the cell of the spreadsheet.
3. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which whether the wording of the 2007 MLR standard, performance indicator, or descriptor can be found in the 1997 MLR. If you indicate that the wording is partially found, please explain in the cell of the spreadsheet.
4. Indicate where the standard, performance indicator, or descriptor of the 2007 MLR can be found in the standards or performance indicators of the 1997 MLR. For example, one might indicate A (standard A), A1 (standard A, performance indicator 1), or A1, 2 (standard A, performance indicators1 and 2).
5. Indicate with a Y (yes) or an N (no) whether the performance indicator of the 2007 MLR can be found at the same grade span in the 1997 MLR. If “no”, indicate the grade span where the performance indicator is found in the 1997 MLR. As an example, a performance indicator found in 6-8 in the 2007 should be considered to be at a different grade span if it is found at 5-8 in the 1997 MLR.
6. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom’s Taxonomy that best represents the cognitive demand of the 2007 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.
7. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom’s Taxonomy that best represents the cognitive demand of the 1997 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.

Career and Education Development CROSSWALK: 2007 MLR to 1997 MLR	CONTINUITY				Is it at the same grade span or grade level?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 1997 MLR?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 2007 MLR?
	Is it in the 1997 standards?	Is the CONCEPT/ID EA the same?	Is the WORDING the same?	WHERE is it found? (Standard, PI)			
A. <u>Learning About Self-Knowledge And Interpersonal Relationships</u>: Students identify, demonstrate, analyze, and evaluate*:							
self-knowledge related to interests, skills, work and school;							
positive personal characteristics, attitudes, beliefs, behavior, and experiences that lead to success in school, work, family, and community;							
their ability to build and maintain a positive self-concept; and							
their ability to develop and recognize the positive interpersonal skills that influence effective work and effective relationships with others.							
A1 SELF-KNOWLEDGE AND SELF-CONCEPT							
PK-2 PERFORMANCE INDICATOR							
Students identify interests, skills, habits of mind and behaviors that build a positive self-concept.	P	P	N	A.1, 4; B.3	Y	2, 3, 5	1, 2
3-5 PERFORMANCE INDICATOR							
Students identify and demonstrate interests, skills, habits of mind, behaviors or experiences that build and maintain a positive self-concept.	P	P	N	A.1; B.2; D.1	N	1, 2, 3	1, 2
6-8 PERFORMANCE INDICATOR							
Students explain how interests, skills, habits of mind, behaviors, and experiences support and maintain a positive self-concept.	P	P	N	A.1, 4; D.5	N	1, 2, 3, 4	2, 5
9 - Diploma PERFORMANCE INDICATOR							
Students reflect on and/or analyze interests, skills, habits of mind, personal behaviors, and experiences to maintain a positive self-concept and to aid them in making career and life decisions.	P	P	N	A.2; B.3, 4; D.2, 3	Y	2, 3, 5, 6	4
a. School-to-school decisions							

b. School-to-work decisions							
A2 BELIEFS AND BEHAVIORS THAT LEAD TO SUCCESS							
PK-2 PERFORMANCE INDICATOR							
Students identify and demonstrate the skills, behaviors, and attitudes that lead to success in schoolwork.	Y	Y	N	A.1, 2, 4; B.3; C.3; D.2, 3	Y	1, 2, 3, 5	1, 2, 3
3-5 PERFORMANCE INDICATOR							
Students make choices about and demonstrate behaviors that lead to success in schoolwork.	Y	Y	N	A.1, 2, 5; B.2; C.3; D.1, 3	N	1, 2, 3,	1, 2, 3
6-8 PERFORMANCE INDICATOR							
Students analyze how positive and negative personal traits, choices about behaviors, and the belief that one can successfully complete tasks/goals affect success in school.	P	P	N	A. 1, ,2 , 3, 4; D.4, 5	N	2, 3, 4, 5	3, 4
9-Diploma PERFORMANCE INDICATOR							
Students demonstrate and evaluate strategies to improve their personal traits, behaviors, and the belief that one can successfully complete tasks/goals required for success in career and school.	Y	Y	N	A.1, 2, 3; B.1, 3; C.1, 5; D.1, 2, 3, 4, B.3 (3-4)	Y	1, 2, 3, 4, 5	4, 6
a. School-to-school decisions							
b. School-to-work decisions							
A3 INTERPERSONAL SKILLS							
PK-2 PERFORMANCE INDICATOR							
Students identify social skills that influence interpersonal relationships in positive ways.	P	P	N	A.1, 2, 4	Y	1, 2, 3	1, 2
a. Getting along with others							
b. Respecting differences							
c. Working as a team							
d. Managing conflict							
e. Accepting/Giving/Using Constructive Feedback							
f. Accepting responsibility for personal behavior							
g. Demonstrating ethical behavior							
h. Following established rules/etiquette for observing/listening							
i. Demonstrating safe behavior							
3-5 PERFORMANCE INDICATOR							
Students identify decisions and demonstrate behaviors which reflect positive interpersonal skills and that lead to success in school or community.	P	P	Y	A.1, 2; D.1	N	1, 2, 3	1, 2, 3
a. Getting along with others							
b. Respecting diversity							

c. Working as a team							
d. Dealing with peer pressure							
e. Managing conflict							
f. Accepting/Giving/Using Constructive Feedback							
g. Accepting responsibility for personal behavior							
h. Demonstrating ethical behavior							
i. Following established rules/etiquette for observing/listening							
j. Demonstrating safe behavior							
6-8 PERFORMANCE INDICATOR							
Students demonstrate behaviors that reflect positive interpersonal skills and analyze how positive interpersonal skills lead to success in a variety of school and community settings.	P	P	N	A.2, D.4, 5	N	3, 5	2, 3
a. Getting along with others							
b. Respecting diversity							
c. Working as a team							
d. Dealing with peer pressure							
e. Managing conflict							
f. Accepting/Giving/Using Constructive Feedback							
g. Accepting responsibility for personal behavior							
h. Demonstrating ethical behavior							
i. Following established rules/etiquette for observing/listening							
j. Demonstrating safe behavior							
9-Diploma PERFORMANCE INDICATOR							
Students demonstrate behaviors that reflect positive interpersonal skills and evaluate successful strategies that improve positive interpersonal skills in ways that lead to success in a variety of school, work, and community settings.	P	P	N	A.1, 2; B.4; C.1, 2	Y	2, 3, 4	4, 6
a. Getting along with others							
b. Respecting diversity							
c. Working as a team							
d. Dealing with peer pressure							
e. Managing conflict							
f. Accepting/Giving/Using Constructive Feedback							
g. Accepting responsibility for personal behavior							
h. Demonstrating ethical behavior							
i. Following established rules/etiquette for observing/listening							
j. Demonstrating safe behavior							
A4 CAREER AND LIFE ROLES							
PK-2 PERFORMANCE INDICATOR							
Students identify and discuss career roles.	Y	Y	N	A.1, 2, 3; B.1; D.1	Y	1, 2, 3, 5	1, 2
3-5 PERFORMANCE INDICATOR							

Students identify and explain the influences that career and life roles have on each other and on success in school or community.	N	N	N				1, 2
6-8 PERFORMANCE INDICATOR							
Students develop and demonstrate positive strategies for accomplishing tasks, creating balance among their various career and life roles and reducing stress.	P	P	N	A.1,; C.3; D. 4, 5	N	1, 2, 4	3, 5
a. time management							
b. goal setting							
c. resource management							
9-Diploma PERFORMANCE INDICATOR							
Students demonstrate and evaluate successful strategies for accomplishing tasks, balancing career and life roles, and reducing stress in a variety of school, work, and community settings.	P	P	Y	C.1, 4; D.4 (5-8); D. 1, 4 (9-12)	Y/N	2, 3, 5	4, 6
a. time management							
b. goal setting							
c. resource management							
B. <u>Learning About And Exploring Education, Career And Life Roles:</u> Students identify, demonstrate, analyze, and evaluate*:							
the relationship between education and work, especially how learning new skills and educational achievement lead to increased work options and success with personal career and life goals;							
the ability to identify and use education and career information for life-long learning to be successful in this world.							
B1 RELATIONSHIPS AMONG LEARNING, WORK, THE COMMUNITY, AND GLOBAL ECONOMY							
PK-2 PERFORMANCE INDICATOR							
Students identify and demonstrate good study habits, attitudes, and behaviors that lead to successful relationships.	Y	Y	N	A.1, A.2 (3-4)	Y/N		3 2,3
3-5 PERFORMANCE INDICATOR							
Students explain how success in school supports their ability to positively contribute to school, home, and community.	Y	Y	N	A.2 (PREK-2); A.4; A.4 (5-8)	N	1, 2, 3	2
6-8 PERFORMANCE INDICATOR							
Students explain how educational achievement and lifelong learning lead to increased participation in school, work, community, and the world.	P	P	N	A.3 (9-12); C.4 (9-12)	N	3	2

9-Diploma PERFORMANCE INDICATOR							
Students evaluate strategies for improving educational achievement, increasing participation as an involved citizen, increasing work options and earning potential in a 21 st century global economy.	P	P	N	A.2, 3,; B.3, 4; C.1, D.4	Y	2, 3, 4, 6	6
B2 SKILLS FOR INDIVIDUAL/PERSONAL SUCCESS FOR THE 21st CENTURY							
PK-2 PERFORMANCE INDICATOR							
Students identify literacy and numeracy as skills that lead to improvement and success in the classroom.	P	P	N	A.1, 2; A.2 (304); A.1 (5-8); C.3	Y/N	2, 3, 4, 5	2
3-5 PERFORMANCE INDICATOR							
Students identify and describe skills that lead to student learning and success in the classroom, and the achievement of work, career, and personal life goals.	P	P	N	A.2, 4 (PREK-2); A.1, 2; A.1 (5-8); B.2 (PREK-2); B.3; C.1 (PREK-2)	N	2, 3, 4	2
a. Literacy skills							
b. Numeracy							
c. Critical thinking skills							
d. Information and communication technology (ICT) literacy (L= 21 st Century Skills)							
e. Interpersonal skills							
f. Other academic skills and knowledge							
6-8 PERFORMANCE INDICATOR							
Students analyze their skills in relation to those that lead to learning and success in the classroom, and the achievement of work, career, and personal life goals.	P	P	N	A.2 (3-4); A.1, 2, 4; A.2 (9-12); C.1 (9-12)	N	3, 4	4
a. Literacy skills							
b. Numeracy							
c. Critical thinking skills							
d. Information and communication technology (ICT) literacy (L= 21 st Century Skills)							
e. Interpersonal skills							
f. Other academic skills and knowledge							
9-Diploma PERFORMANCE INDICATOR							
Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of work, career, and personal life goals.	P	P	N	A.1, 2; C.1	Y	2, 4	6
a. Literacy skills							
b. Numeracy							

c. Critical thinking skills							
d. Information and communication technology (ICT) literacy (L= 21st Century Skills)							
e. Interpersonal skills							
f. Other academic skills and knowledge							
B3 EDUCATIONAL AND CAREER INFORMATION							
PK-2 PERFORMANCE INDICATOR							
Students identify and locate information resources at home, at school, and in the community that improve study habits, schoolwork, or educational achievement.	P	P	N	C.1	Y	2	2
3-5 PERFORMANCE INDICATOR							
Students identify and locate different types of career and educational information resources and use them to explore school and career choices.	Y	Y	N	B.1, 2; B.2 (5-8)	N	2, 4	2, 3
6-8 PERFORMANCE INDICATOR							
Students locate and analyze the use of different types of resources, including occupational information and labor market information, to explore post-secondary education, training, and career choices.	P	P	N	B.2,; C.3 (3-4); B.1 (3-4)	N	2, 4	2, 4
9-Diploma PERFORMANCE INDICATOR							
Students, use previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for post-secondary education, training, and career choices.	P	P	N	A.2, 3; B.3; C.1	Y	3, 4, 6	3, 5, 6
C. <u>Learning To Make Decisions, Plan, Create Opportunities, And Make Meaningful Life Contributions:</u> Students identify, demonstrate, analyze, and evaluate*:							
the main components of the planning process;							
their ability to balance career and education roles;							
their ability to apply successful strategies for effective decision making;							
their ability to analyze the influence of diverse and changing societal and global economic needs on personal decision making, work and education success, and work and education planning.							
C1 THE PLANNING PROCESS							
PK-2 PERFORMANCE INDICATOR							
Students identify and give examples of how they make choices and set personal goals for school.	P	P	N	D.1 (3-4)	N	3	2
3-5 PERFORMANCE INDICATOR							

Students identify the parts of the planning process that assist in making choices.	P	P	N	8); B.1, 2; B.2 (5-8); C.3	N	2, 3	2
a. self-knowledge							
b. information and resources about work and educational options							
c. decision making skills							
6-8 PERFORMANCE INDICATOR							
Students explain how the parts of the planning process assist in the exploration of education and work opportunities, and serve as tools for setting short- and long-term goals.	P	P	N	A.2, 4; B.1, 2, 3; D.4	N	3, 4, 5	2
a. self-knowledge							
b. looking for and creating personal work options							
c. decision making skills							
9-Diploma PERFORMANCE INDICATOR							
Students use the planning process to make school-to-school and school-to-work decisions.	P	P	N	A.2; B.1, 2, 3	Y	3, 4, 6	3
a. self-knowledge							
b. looking for and creating personal work options							
c. decision making skills							
C2 DECISION MAKING							
PK-2 PERFORMANCE INDICATOR							
Students identify experiences and behaviors that reflect decision making at school.	P	P	N	A.1; C.3	Y	3	2
3-5 PERFORMANCE INDICATOR							
Students identify behaviors and decisions that reflect positive and negative consequences in school.	Y	Y	N	A.1, 2; D.1	N	3	2
6-8 PERFORMANCE INDICATOR							
Students compare and apply different models for decision making including the rational, intuitive, and consultative models for setting short- and long-term goals in career and education.	P	P	N	A.4; B.2, 3; D.4	N	3, 4, 5	3, 4
9-Diploma PERFORMANCE INDICATOR							
Students determine and apply effective decision making strategy (ies) for accomplishing short- and long-term goals related to school-to-school and school-to-work decisions.	P	P	N	A.2, 3; B.1, 2; C.1	Y	3, 4	2, 3
C3 INFLUENCES ON DECISION MAKING							
PK-2 PERFORMANCE INDICATOR							
Students identify people and experiences that influence decision making in various settings.	P	P	N	D.1 (5-8)	N	2	2

3-5 PERFORMANCE INDICATOR							
Students identify behaviors that influence decision making in various settings.	P	P	N	A.2 (5-8); D.1 (5-8)	N	2, 3	2
6-8 PERFORMANCE INDICATOR							
Students identify behaviors that influence career and education decision making.	Y	Y	N	A.1, 4; B.1, 2, 3	N	2, 3	2
9-Diploma PERFORMANCE INDICATOR							
Students examine the potential forces of information that influence their career and education decision making.	P	P	N	A.2, 3; B.1, 3; C.1	Y	3, 4, 6	2
C4 SOCIETAL NEEDS AND CHANGES THAT INFLUENCE WORKPLACE SUCCESS							
PK-2 PERFORMANCE INDICATOR							
No performance indicator.							
3-5 PERFORMANCE INDICATOR							
No performance indicator.							
6-8 PERFORMANCE INDICATOR							
Students identify and explain how diverse and changing societal and global economic needs influence personal decision making.	p	p	N	A.4 (3-4); D.1	N	2	2
9-Diploma PERFORMANCE INDICATOR							
Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision making for workplace success.	P	P	N	A.3, C.3	Y	3	4
Standards, PIs, Descriptors NOT found in 2007 document							
1997 MLR Standard not found in 2007 MLR---Integrated and Applied Learning							
1997 MLR Performance Indicators not found in 2007 MLR C.1, 2 (3-4), C.1, 2 (5-8), D.2 (3-4), D.2, 3 (5-8)							
% increase or decrease # of Standards							
1997 HAD 4, 2007 HAS 3, 25% decrease							
% increase or decrease # of Performance Indicators							
1997 had 58, 2007 has 42, 29% decrease							